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ABSTRACT

This study aimed at gathering information concerning the program and enrollment requisites of counselor education institutions. Questionnaires were sent to all state supervisors of guidance and all counselor education institutions. The results indicate that within three years guidance counselors will be licensed in only seven states. Most supervisors said they intend to make counselor education programs competency-based. The responses related to "counselor demand" indicate that, while there are a great number of paraprofessional and Bachelor of Arts level counselors, the demand for their services in the near future will be limited. The demand for Masters and Doctoral level counselors is similarly low, with about 2.3 counselors for each open position. Most counselor education institutions reported an 8:1 proportion between graduate level students and educators, with about 95 percent of the institutions requiring practicum courses for certification. (SE)

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U. S. COUNSELOR EDUCATION PROGRAMS: PROGRAM AND ENROLLMENT CHARACTERISTICS

by

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A Report of the Commission on Counselor Education Program and Enrollment Characteristics of the Association of Counselor Education and Supervision

CG010257

Dear Colleague:

I am most excited over the research and findings of the ACES Commission on Counselor Education Program and Enrollment Characteristics. Dr. Larry Jones, chairperson of the Commission, has generated much valuable data relative to counselor training programs. The breakdown of the national data into state and regional components should prove extremely worthwhile to you and your training programs in terms of planning and projecting for the next decade. I am certain Dr. Jones would welcome responses and input from you relative to any aspect of the report.

I trust that you will make appropriate uses of the data. As national ACES President, I commend Dr. Jones for his extra efforts in collecting and analyzing the data contained in the CEPEC survey. We hope you will pass on the report to other interested persons.

Sincerely,

Neil C. Gunter

Neil C. Gunter, President
ACES

NCG:kcp

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PREFACE

This study had its origins in the whispered rumors at a regional ACES meeting that there were neighboring institutions graduating hundreds of school counselors each year. What began as a regional survey to investigate this, however, rapidly evolved into a national study sponsored by ACES. It was quickly realized that what might be a regional problem, could be a national one as well, and that information regarding the program and enrollment characteristics of counselor education institutions was largely nonexistent.

This study reveals that there are several serious problems which counselor educators and supervisors must confront, problems which should be given the highest priority. It is hoped that this report will be widely circulated and discussed among ACES members as well as other members of APGA in order to stimulate thoughtful consideration of the issues it raises.

For lack of space and because of the significance of the negative findings of this study, the results are primarily discussed from the point of view of what is wrong with counselor education in our country. A careful examination of the data, however, will reveal that counselor education has many strengths and that there has been real progress over the past decade. It is important to keep this in mind when reading the results of this study.

The reader is cautioned to study the data carefully. Response rates to different questions vary. Several transformations of the data were necessary. And it should also be noted that this study suffers from two weaknesses inherent in mail questionnaire studies: insufficient resources to check the responses given and moderate response rates.

I am especially grateful to William Hopke, Roger Aubrey, and Edwin Herr for their support and encouragement, particularly in the beginning stages of this study.

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U. S. Counselor Education Programs: Nature, Numbers, CBE, Traditional and Nontraditional*

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North Carolina State University

Presented at 1975 APGA Convention

in New York City

March 24, 1975

*This survey was funded by the Association of Counselor Education and Supervision by action of the 1974-75 Executive Committee in March, 1974.

At the 1974 APGA Convention the Executive Council of ACES approved the establishment of the Commission on Counselor Education Program and Enrollment Characteristics. This action was prompted by the realization that current information in a number of areas vital to ACES was nonexistent. The first objective for this commission was to survey traditional counselor education programs and state supervisors of guidance regarding four concerns: a) the licensure of guidance counselors, b) the use of a competency-based instructional approach to the certification of counselors, c) the manpower needs for persons in guidance and personnel work, and d) the program characteristics of counselor education programs.

Method

In the fall of 1974 questionnaires were sent to all state (and territorial) supervisors of guidance (N=55), all counselor education institutions listed in the Hollis and Wantz (1974) directory (N=424), and nontraditional institutions or programs thought to offer graduate degrees in guidance and counseling (i.e., "universities without walls," "alternative schools," "external degrees," "nontraditional studies," and other related approaches). Follow-up questionnaires were sent six weeks later to nonrespondents. In addition, appeals to return the questionnaire were made in the ACES Newsletter and Counselor Education Supervision.

From the state (or territorial) supervisors of guidance, 43 responses were received which represents a 78.2 percent return rate. Two hundred and forty-seven responses (58.2%) were returned from the counselor education institutions. Five replies were received from nontraditional institutions preparing counselors at the graduate degree level.

Results and Discussion

Licensure of Guidance Counselors

State supervisors of guidance were asked to describe their state's situation regarding the licensure (as opposed to the certification) of guidance counselors.

Table 1 displays the results of this question (tables are attached to the back of the manuscript). The results indicate that within three years guidance counselors will be licensed in seven states (or territories). Thirty-five states indicated that they do not anticipate the licensure of guidance counselors in the foreseeable future.

Recent writers (e.g., Fulton & Sweeney, 1975) have expressed concern over psychologists sponsoring state legislation which would require that school counselors be licensed. This "movement" toward licensure, however, appears to be relatively weak. Only a small proportion (16.6%) of the states actually anticipate being involved. Thus, there should be time for the pros and cons of licensure to be fully discussed and for the profession to benefit from the experience of states that have decided to licensure counselors. I believe it is noteworthy that no articles have appeared in Counselor Education and Supervision regarding the pros and cons of licensure or the experiences of states that have taken this step.

Competency-Based Instruction and Certification

State supervisors were asked if there was any movement in their state toward basing the certification of guidance counselors upon specific competencies achieved in university course work. Their responses are indicated in Table 2. Two related questions were asked of counselor education programs: a) their opinion (on a five-point rating scale) about the value of making counselor education programs competency-based, and b) whether they had considered converting their program to a competency-based one. The results of these two questions are presented in Tables 3 and 4.

It is apparent from Table 2 that a significant portion of the states (53.6%) has based or intends to base the certification of counselors on specific competencies acquired in university course work. This movement toward competency-based (C-B) certification evidently meets the approval of the majority of counselor education programs: 77.4 percent gave C-B programs a positive rating of four or five and 76.1 percent have made a commitment toward making their program C-B.

Many of the respondents that said they had seriously considered making their programs C-B but had rejected the idea, indicated two major objectives: a) the cost in resources to manage an effective program would outweigh any benefits, and b) there are numerous significant objectives in a counselor education program which cannot be behaviorally stated. This latter objection was echoed frequently by those that have decided to make their program C-B; they intend to implement a C-B program only in those areas where it seems suited.

While the proportion of those institutions which intend to make their program C-B is relatively large (76.1%), the proportion which has completed this conversion is small (7.1%). This fact, along with several comments written in, suggests that a significant number of counselor education institutions may be looking for help in implementing their own C-B program. Perhaps ACES can take steps to provide help in this area.

Demand for Public School Counselors

State and territorial supervisors of guidance (N=55) were requested to estimate the number of new full-time school counselors to be hired in the public and private schools in the next five years. They were to include both replacements and positions to be added. Forty-three responses were

received (78.2%). Unfortunately, only 11 (20.0%) were able to make estimates for the private schools; thus, no further analyses were made with this data. For the public schools, 34 of the 43 respondents (79.1%) provided estimates. These 34 states or territories represent 61.8 percent of all the states and territories.

Before the data on hiring could be tabulated, it was necessary to transform some of the data provided in response to this question. Twenty of the respondents estimated the total number of full time guidance counselors in a given year rather than the number of new persons to be hired. In these cases, new positions to be added were calculated by subtracting from a particular year's estimate the preceding year's estimate. Replacement positions were estimated at 10 percent a year (3.6% retirement, 6.4% moving, promotion, maternity, etc. from Blitz, Note 1). Five of the respondents combined junior and senior high school figures, and in these cases the data was divided into the junior and senior high school categories using a ratio of 2:1, respectively. The total number of new persons estimated to be hired for a given year is indicated in Table 5.

Since the major objective of asking the supervisors for this data was to compare it with the number of persons graduated by counselor education institutions, the data needed to be extrapolated to project the total number of persons to be hired for all states and territories. Two approaches for achieving this objective were tested. A random sample (N=17) of states (or territories) was drawn from the respondents (N=34) and tallies were made of the number of persons estimated to be hired for 1974-75 in the elementary, junior and senior high school counseling positions. Projections from this sample to the total were compared using: a) the proportion of public school enrollment represented by

the states in the random sample (USBC, 1973) vis a vis the total school enrollment for the respondents and b) the proportion of the number of states (N=17) in the sample to the number of respondents (N=34). Table 6 displays the results of this comparative test. The total absolute error for the school enrollment approach was less (218) than the proportional number approach (396); thus, the projections were based on the former. For each cell of the matrix, then, the public school enrollment represented by those providing data for the cell was totaled and a ratio was calculated (Respondent public school enrollment is to total enrollment as respondent new positions is to total new positions). The projections are presented in Table 7. These projections must be interpreted cautiously for they are based on estimates and, as Table 6 demonstrates, there is the potential of considerable error in the extrapolations which have been made.

Supply of Counselors

Counselor education institutions (N=424) were requested to report the number of their graduates for 1973-74 and to estimate the number of graduates for 1974-75. They were further requested to break this data down by degree, race, and sex. A follow-up questionnaire was sent four weeks later to nonrespondents. Sixty-six of the respondents returned the portion of the questionnaire asking for numbers of graduates blank because they were either unable or unwilling to break the data down by race or sex. A follow-up questionnaire was sent to these institutions asking for totals of graduates by sex and/or by degree only. Forty-four were returned (66.6%). Thus, of the 247 respondents, 218 (or 51.4% of the total population) reported the number of 1974 graduates by degrees as a minimum, and 181 of the 218 (42.6% of total population) further broke the data down by race and sex. The return rate for data on the 1974-75 anticipated graduates was somewhat lower. Two hundred and eleven provided data by degrees (49.7%) of total population), and, of these, 176 (41.5% of total) also broke the data down by race and sex.

The results of the respondents giving data for 1973-74 and 1974-75 graduates by degree, race and sex are presented in Tables 8 and 9. Institutions reporting for degrees by sex or by degree only are presented in Tables 10 and 11. The results of these tables are combined in Table 12.

In order to determine the representativeness of the respondent sample, the mean number of staff members (full, 3/4, and 1/2 time) was calculated for the respondents (those giving data on 1973-74 graduates) and the nonrespondents using the Hollis and Wantz (1974) director. The respondent sample was found to represent 54.8 percent of the total faculty positions in the total population.

While the respondent sample represented roughly equivalent proportions of the number of institutions and faculty positions of the total population, there was no certainty that increasing the number of persons reported graduates for 1973-74 by the proportion represented by the nonrespondents would result in an accurate number for the total number of 1973-74 graduates. It was necessary to determine if extrapolations of this nature could be safely made. Consequently, a stratified (by region) random sample of one hundred cases was drawn from the respondent sample (N=218) and two approaches were tested. Using the number in the sample to the total number of respondents as a ratio, 10,664 masters degree level graduates and 538 doctoral level graduates were predicted from the random sample. In fact, the respondents in this study reported 13,286 masters and 1,041 doctorate degrees. The results from the ratio of faculty positions represented by the sample to the total number of faculty positions resulted in a similar underestimation. 10,792 masters and 554 doctorates

It appears that extrapolations based on either of the above methods tend to underestimate, particularly at the doctoral level. While the level of prediction accuracy was not high, the desire to compare the supply of counselors with the demand was so compelling it was decided to make projections on the basis of faculty positions. These projections are presented in Table 13; which, in turn, may be compared with the demand for counselors displayed in Table 7.

Before progressing any further, it should be noted that accurate manpower forecasts are extremely difficult to make, even for those with trained staff and ample resources. A recent article ("Manpower," 1975) cited numerous and substantial errors made in the past made by such institutions as the National Educational Association and the Bureau of Labor Statistics. Thus, the discussion that follows may be qualified by the tenuousness inherent in studies of this type and the limited resources available for this study.

Paraprofessional and bachelor of arts level. A comparison of Tables 13 and 7 indicate that the demand for guidance paraprofessionals may exceed the supply provided by the counselor education institutions. It is probably, however, that this does not represent a major discrepancy since the training needed for persons functioning at this level is often unique to the setting and provided through in-service training. In addition, many community colleges offer training for persons at this level.

A comparison between the number of B.A. level graduates (7,684) and the anticipated need for them (37) is striking. Indeed, if one looks at only those reported by the respondents to have graduates in 1973-74 (4,222), there are sufficient numbers in that year alone to meet the demands by schools well into the 1980's! This large discrepancy should raise some

challenging questions for those institutions preparing persons at this level.

Masters level. There is an absence of substantive data indicating the need for persons in the college personnel work and agency specialties; thus, no supply-demand comparisons were made. With school counseling, however, a rough comparison may be made between the numbers of 1973-74 graduates (14,792) and the 1974-75 demand (5,049). This great disparity may be somewhat misleading, however. Two follow-up studies (Gahlhoff, 1969; Fujinaka & Stone, 1974) of school counselor graduates found that between 31 and 45 percent of the graduates surveyed 6-7 years after receiving their degrees were not employed in counseling at the time of the survey. Fujinaka and Stone (1974) found, for example, that of the 31 percent not currently employed as school counselors, 12 percent never entered the field after graduation (73.8 percent were full time teachers, 14.3 percent full time administrators). Thus, the number of 1973-74 graduates which have strong aspirations to become a school counselor is perhaps 15 percent less than the 14,792 projected (i.e., 12,574).

But even with the above qualification the disparity is great (2.4 to 1) and the employment outlook for the next five years does not appear bright. An examination of Table 7 reveals that the states anticipate only a very moderate growth in the employment of school counselors. In addition, a significant proportion of counselor education institutions (33.3%) reported in this survey that they are being pressured to increased their enrollments (See Table 16).

While the manpower situation appears gloomy on a national scale, a more accurate picture would be obtained if viewed on a state, or regional basis.

An analysis of this type will be conducted in the future with the data collected.

Doctorate level. While the demand for persons with a doctorate in the counseling fields is generally unknown, the supply and demand characteristics for counselor education faculty positions could be examined using the data collected from this survey. Counselor education institutions were asked to indicate the number of persons they expected to hire in the years 1975-76 and 1976-77 to replace staff or to fill newly created positions. The respondents indicated that for 1975-76 there would be 58 replacement staff and 76 new position staff hired for a total of 134. Projecting as before, it would appear that approximately 243 persons will be hired for 1975-76. For 1976-77 there would be 53 replacement staff and 71 new position staff for a total of 124; the projected number is 226.

The decrease in available openings from 1975-76 to 1976-77 may not be significant, but it is noteworthy that for the years 1969-70, 1970-71, and 1971-72 a decrease was reported by Frantz and Hansen, (1971). See Table 14. In their study they also reported the number of openings, but these cannot be compared with the results of this study, unfortunately, because they did not attempt to sample the total population of institutions which hire counselor education faculty.

How do the number of graduates compare to the number of faculty positions available? In consulting Table 13 it appears that for every seven graduates with doctorates there is one faculty opening. But what proportion of the graduates is actually looking for faculty positions? Past trends suggest some answers. The percent of graduates taking faculty positions in 1969-70 and 1970-71 reported by Frantz and Hansen (1971) is indicated in Table 14; results from the present study for

1973-74 are reported in Table 14, also. When the totals are examined, it would appear, at first, that approximately 40 percent of the doctorates have gone into college or university teaching. The findings, however, of Zerface and Birch (1974) indicate that the proportion may be considerably less. They sent questionnaires to recipients of doctoral degrees in counseling and guidance for 1969-70 and found that while 55.1 percent were employed by a university only 23.4 percent were in a faculty teaching position. They also found that 31.8 percent wished to be a "professor of counseling and guidance" in the next five years which suggests that the proportion aspiring to a faculty position may be a greater proportion than the proportion of those who actually find employment in these positions.

Assuming that one-third of the doctorates are looking for a faculty position, it appears that for every opening there are 2.5 persons competing for the position. This is probably a conservative figure for two reasons: a) since 43 percent of the new positions are replacements, it is probable that the persons looking for faculty positions is larger than Table indicates because a portion of those being replaced are seeking other faculty positions, and b) the method used to extrapolate the number of 1973-74 doctorates consistently underestimated by large margins.

Many universities are engaged in "affirmative action" programs and/or are desiring to overcome a race or sex imbalance in their staff composition; thus, it is important to know what proportion of institutions currently have a sex or race preference in hiring a new staff member. The results are indicated in Table 15 for all respondents and for only those expecting to hire new staff in the next two years. The strong preference for Blacks

and women is not reflected in the number of doctorates awarded in our field. The data from Tables 8 and 10 indicate that percentages for Black and female 1973-74 graduates were 8.3 and 34.5, respectively. This provides a strong rationale for institutions to energetically recruit qualified Black and female candidates. Caucasian males are at a considerable disadvantage in looking for employment in college and university teaching.

Related to the supply and demand question, are the issues of adequate resources for training and pressures to change enrollment levels. Institutions were asked two questions: a) Do you feel you have sufficient level of support in staff and other resources to do an adequate job with the number of students in your program? and b) Is there pressure within the university to increase or decrease enrollments in your department? The results are presented in Table 16. Of those reporting pressure to increase enrollment, nearly all cited pressure from their administration for financial reasons.

Program Characteristics

Masters Degree

The respondents from counselor education programs were asked several questions related to course offerings at the master's degree level. From these questions it was learned that 95.5 percent of the institutions require a practicum course for graduation; 4.5 percent do not. The mean number of semester hours required is 4.14 (S.D.=1.61); the frequency distribution is presented in Table 17. Group counseling is required by 67.9 percent and not required by 32.1 percent. The mean professor (or doctoral student) student ratio reported for the practicum was one to 8.0 (S.D. = 3.68).

It was found that the mean number of hours per month that the professor teaching the counseling theories and techniques course (over and above the counseling which may be done with students or advisees) was 16.8 (S.D. = 19.2); for the professor supervising the counseling practicum it was 17.1 (S.D. = 17.6). The frequency distributions for both of these are displayed in Table 18.

Of relevance to the program characteristics is the relationship between the number of staff members and the number of persons graduated. Counselor education institutions were asked to "indicate the number of staff members in your department teaching counselor education courses." As a total this data is difficult to describe and interpret when looking at programs graduating both masters and doctorate level persons, but when the data is examined for those programs only graduating masters degree persons a clearer picture results: See Table 19. If one takes as a criterion the standard of one full-time staff member for every eight full-time graduate students (i.e., eight graduates per faculty member) established by ACES (ACES, 1972), as indicated by the line in Table 19, it is apparent that the overwhelming majority of institutions graduated more students than they have staff to adequately train. At the extremes, it raises serious ethical concerns. How can eight institutions with three or fewer full-time faculty positions graduate more than one hundred persons in a year?! This must be considered a serious professional problem. Unfortunately, when the data is examined for those programs also graduating persons at the doctoral level, the same pattern is observed. It is a strong inducement for our association to give serious consideration to the accreditation of counselor education programs.

Nontraditional Counselor Education Institutions

With the help of the Office of New Degree Programs, College Entrance Examination Board, and suggestions from respondents to the questionnaires sent to counselor education programs and state supervisors, 21 "nontraditional" institutions were identified which might offer graduate degrees in guidance and counseling. Questionnaires were sent to them, and follow-up letters were sent to nonrespondents four weeks later. Seven replied (33.3% return rate), and of these, five offer degrees in our field and two do not. Responses for the five institutions are reported in Table 20.

On the basis of the five responses, it appears that the program and enrollment characteristics of the nontraditional institutions are remarkably similar to those found with the traditional institutions with perhaps two exceptions. The ratio of faculty to graduates for institution #5 is extraordinarily high, and the number of masters degree graduates for institution #4 is very high. I telephoned this latter institution to confirm the number of graduates (500) and the head of the department assured me that this was correct. They have centers in a number of cities and contract for teaching services; the person was uncertain about how many faculty were actually involved. One additional datum about the respondents should be mentioned; four of the five institutions indicated that the number of graduates for 1974-75 would increase by at least 25 percent.

Summary

When judged against the criterion of empirical scientific research, this study has a number of important shortcomings; these have been highlighted in the text. The magnitude of a number of the findings, however, is so

compelling that I believe it should serve as a stimulus to the serious discussion of a number of issues. Specifically, I am referring to the following:

1. The high faculty graduate ratios reported.
2. The apparent oversupply of school counselors and doctorate level counselors.
3. The demand for qualified ethnic minorities and women.
4. The relatively small number of states becoming involved in the licensure of guidance counselors.
5. And the apparent need for assistance in implementing competency-based counselor education programs.

This study raises many unanswered questions which I hope will stimulate others to conduct research in this area. For example: How reliable are the estimates of state supervisors regarding the number of school counselors to be hired? How mobile are school counselors when looking for employment? In specifics, what are the program and instructional characteristics of the nontraditional programs? What characterizes those state and regional ACES groups which have shown strong leadership in confronting the issues raised by this study?

A great deal of work lies ahead.

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Table 1

Frequency Distribution for State Supervisors'

Responses to Licensing Question

Choices	f[a]	%
a. Guidance counselors are currently being licensed	4	9.5
b. Strong movement to institute licensing, likely to succeed within next three years . .	3	7.1
c. Strong movement, unlikely to succeed in foreseeable future (3-5 years)	0	0.0
d. Weak movement, unlikely to become a significant force in the foreseeable future .	10	23.8
e. No movement to institute licensing	25	59.5

[a]One respondent did not answer.

Table 2

Frequency Distribution for State Supervisors'

Responses to Competency-Based Question

Choices	f[a]	%
a. Certification based upon specific competencies achieved in university course work	11	26.8
b. Strong movement toward this approach; likely to be implemented within the next 2-5 years . .	11	26.8
c. Has been discussed but nothing likely to happen in foreseeable future (3-5 years)	13	31.7
d. It is currently under study	3	7.3
e. Not currently being considered	3	7.3

[a]Two respondents did not answer.

Table 3

Value of Making Counselor Education Programs Competency-Based

Rating	f[a]	%
1. Significant detrimental effect	5	2.1
2. Some loss	12	5.0
3. Probably no effect either way	37	15.5
4. Some benefit	106	44.4
5. Significant Improvement	79	33.0

[a]Eight institutions did not respond.

Table 4

Current Status of Competency-Based Approaches to Counselor Education

Choices	f[a]	%
a. Converting to a C-B program has never been given serious consideration	29	12.1
b. Idea seriously considered but rejected it	18	7.5
c. Have just begun converting to a C-B based program	99	41.4
d. Have made substantial progress in making the conversion	66	27.6
e. Program is now competency based	17	7.1
f. The idea is being discussed but no decision has been made	10	4.2

[a]Eight institutions did not answer.

Table 5

State Estimates of New Persons

to be Hired in the Public Schools, 1974-80

Year	Position: Guidance Para-Professions		B.A. Degree Guidance Services		Elementary School Counselor		Jr. High School Counselor		Sr. High School Counselor		Supervisors of Guidance or P. P. S.	
1974-75	198	(13)[a]	22	(4)	881	(33)	917	(32)	1226	(32)	103	(26)
1975-76	242	(14)	68	(4)	1340	(34)	1015	(33)	1275	(32)	156	(30)
1976-77	378	(15)	98	(4)	1491	(31)	1244	(31)	1578	(30)	177	(27)
1977-78	418	(14)	123	(5)	1675	(31)	975	(31)	1316	(30)	234	(27)
1978-79	437	(14)	138	(5)	1733	(30)	913	(29)	1255	(29)	143	(26)
1979-80	339	(14)	214	(6)	1866	(31)	933	(30)	1231	(30)	141	(27)

Note. n=34.

[a]The number in the parentheses indicates the number of states which anticipate hiring new persons for a particular position and year.

Table 6

Comparison of Two Approaches

for Projecting Number of School Counselors

to be Hired

Projection Approach	Level: Elementary Projected	Actual	Error	Jr. High Projected	Actual	Error	Sr. High Projected	Actual	Error
School Enrollment	896	1161	-165	945	912	+33	1241	1221	+20
Sample N to Total N	1024	1161	-37	1080	912	+162	1418	1221	+197

Table 7

Projected Estimate of New Persons

to be Hired in the Public Schools, 1974-80

	Level					
Year	Guidance Para-Professions	B. A. Degree Guidance Services	Elementary School Counselor	Jr. High School Counselor	Sr. High School Counselor	Supervisors of Guidance or P. P. S.
1974-75	331	37	1471	1531	2047	172
1975-76	404	114	2238	1695	2129	260
1976-77	631	164	2490	2078	2635	296
1977-78	698	205	2797	1628	2198	391
1978-79	730	230	2894	1525	2096	239
1979-80	566	357	3116	1558	2056	236

Table 8

Number of Students Graduating Reported by Race and Sex for 1973-74 Academic Year

Academic Program	Race and Sex								
	Black		Spanish Surname		Indian		Caucasian		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Paraprofessional	0	1	4	0	8	5	2	8	28
Bachelor of Arts	181	187	125	127	28	23	1469	1624	3764
Masters									
Elementary	59	159	24	114	9	13	434	1025	1837
Secondary	211	238	125	139	23	12	2006	2014	4768
College Personnel Work	79	87	35	30	0	2	475	458	1166
Agency and Other	78	72	26	15	6	5	1132	750	2084
Doctorate									
Couns. Psychology	7	6	0	0	2	0	114	86	215
College Personnel Work	5	1	1	0	0	0	62	30	99
Guidance and Counseling	21	17	3	2	0	0	176	138	357
Rehabilitation Counseling	4	5	0	1	1	0	17	12	40

Note. n=181.

Table 9

Number of Anticipated Graduates Reported by Race and Sex for 1974-75 Academic Year

Academic Program	Race and Sex								
	Black		Spanish Surname		Indian		Caucasian		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Paraprofessional	0	1	1	0	2	0	0	8	12
Bachelor of Arts	162	162	122	125	29	18	1110	1091	2819
Masters									
Elementary	60	138	36	55	4	6	450	902	1651
Secondary	175	215	66	62	13	18	1650	1802	4001
College Personnel Work	103	88	37	19	40	4	453	438	1182
Agency and Other	82	110	28	46	14	4	1138	783	2205
Doctorate									
Couns. Psychology	11	4	5	1	4	3	114	62	204
College Personnel Work	10	4	1	1	0	3	56	62	137
Guidance and Counseling	23	28	11	7	0	3	219	209	500
Rehabilitation Counseling	5	4	1	0	0	0	31	13	5

Note. n=176.

Table 10

Students Graduating in 1973-74 Academic Year

Institutions Reporting Degrees

by Sex or Degrees Only

Academic Program	Black		Spanish Surname		Indian		Caucasian		No Race Dist.		No Race Dist.
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	No Sex Dist.
Paraprofessional	X	X	X	X	X	X	X	X	0	0	0
Bachelor of Arts	X	X	X	X	X	X	X	X	47	175	236
Masters											
Elementary	X	X	X	X	X	X	X	X	13	102	88
Secondary	X	X	X	X	X	X	X	X	72	71	271
College Personnel Work	X	X	X	X	X	X	X	X	24	82	82
Agency and Other	X	X	X	X	X	X	X	X	55	65	278
Elem. & Secondary Together	19	28	8	13	0	1	156	364	3	5	307
No Distinction	21	33	11	12	1	0	162	216	206	179	483
Doctorate											
Couns. Psychology	X	X	X	X	X	X	X	X	0	0	8
College Personnel Work	X	X	X	X	X	X	X	X	0	0	5
Guidance and Counseling	X	X	X	X	X	X	X	X	8	3	67
Rehabilitation Counseling	X	X	X	X	X	X	X	X	0	0	4
No Distinction	6	4	3	3	0	0	9	8	6	3	67

Note. n=44.

Table 11

Estimated Number of Graduates 1974-75

Institutions Reporting Degrees

by Sex or Degrees Only

Academic Program	Black		Spanish Surname		Indian		Caucasian		No Race Dist.		No Race Dist.
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	No Sex Dist.
Paraprofessional	X	X	X	X	X	X	X	X	0	0	0
Bachelor of Arts	X	X	X	X	X	X	X	X	51	231	206
Masters											
Elementary	X	X	X	X	X	X	X	X	19	83	82
Secondary	X	X	X	X	X	X	X	X	80	74	227
College Personnel Work	X	X	X	X	X	X	X	X	33	89	74
Agency and Other	X	X	X	X	X	X	X	X	17	42	330
Elem. & Secondary Together	5	17	10	23	0	1	85	169	0	0	320
No Distinction	19	48	6	12	0	0	92	126	107	142	722
Doctorate											
Couns. Psychology	X	X	X	X	X	X	X	X	0	0	13
College Personnel Work	X	X	X	X	X	X	X	X	25	8	3
Guidance and Counseling	X	X	X	X	X	X	X	X	0	0	44
Rehabilitation Counseling	X	X	X	X	X	X	X	X	0	0	0
No Distinction	2	1	0	0	0	0	13	4	12	7	140

Note. n=44.

Table 12

Questionnaires Summed for Number of

1973-74 Graduates and Anticipated

1974-75 Graduates Reported

by Respondents

Academic Program	1973-74 Graduates	Anticipated 1974-75 Graduates
Paraprofessional	28[b]	12[c]
Bachelor of Arts	4222	3307
Masters		
Elementary	2040	1835
Secondary	5182	4382
College Personnel Work	1354	1378
Agency and Other	2482	2613
Elem. & Secondary[a] Together	8126	6847
No Distinction	13,286	12,112
Doctorate		
Couns. Psychology	223	217
College Personnel Work	104	140
Guidance and Counseling	435	577
Rehabilitation Counseling	44	54
No Distinction	1041	1125

[a]When categories are combined, they represent all positions reported (e.g., "Elem & Secondary Together"="Elementary" and "Secondary" totals from Tables 8 and 9 combined plus "Elem & Secondary Together" from Tables 10 and 11).

[b]$\underline{n}$=241.

[c]$\underline{n}$=211.

Table 13

Projection of the

Total Number of 1973-74 Graduates

by Degree and Specialty

Academic Program	1973-74 Graduates
Paraprofessional	51
Bachelor of Arts	7684
Masters	
Elementary	3713
Secondary	9431
College Personnel Work	2426
Agency and Other	4517
Elem & Secondary Together	14,792
No Distinction	24,180
Doctorate	
Couns. Psychology	406
College Personnel Work	189
Guidance and Counseling	792
Rehabilitation Counseling	80
No Distinction	1895

Table 14

Number of

Graduates Taking Faculty Positions

1969-70, 1970-71, and 1973-74

Academic Program	Graduates Taking Faculty Positions (%) 1969-70[a]	1970-71	1973-74
Counseling Psychology	56	43	32
College Personnel Work	16	25	38
Guidance and Counseling	52	43	46
Rehabilitation Counseling	57	50	41
Total	46	40	40

[a]Data for two columns (1969-70, 1970-71) are from Frantz and Hansen (1971).

Table 15

"All Things Being Equal"

Race or Sex Preference

for Hiring New Faculty

Preference	Hiring in 1975-77 (%)[a]	All Respondents (%)[b]
Race		
Black	34.5	28.2
Indian	4.2	4.0
Caucasian	2.8	2.4
Spanish Surnamed	6.3	6.4
None	52.2	59.0
Sex		
Male	5.6	4.4
Female	53.5	40.7
None	40.9	54.9

[a] n=142.

[b] n=247.

Table 16

Responses for Two Questions:

"Satisfaction with Resources" and

"Pressures to Change Enrollment Levels"

Type of Institution	Satisfaction with Resources?(%)[a]			Pressure to Change Enrollment Level?(%)[b]		
	Yes	No	Uncertain	No	Increase	Decrease
Private	64.1	26.6	9.4	66.7	31.8	1.5
Public	59.0	35.3	5.8	60.2	33.5	6.2
Total	60.5	32.8	6.7	61.7	33.3	4.9

[a] n=238.

[b] n=243.

Table 17

Frequency Distribution for

Semester Hours Required for

Counseling Practicum

Semester Hours Required	f	%
1	3	1.4
2	9	4.0
3	100	45.0
4	37	16.6
5	12	5.4
6	50	22.5
7	0	0.0
8	8	3.6
9	3	1.4

Note. n=222.

Table 18

Number of Hours Teacher Devotes to Counseling per Month

No. Hours Counseling	Course: Counseling Theories and Techniques[a] f	%	Course: Counseling Practicum[b] f	%
0	18	9.8	15	8.1
1- 5	26	14.1	28	15.1
6-10	58	31.5	48	26.0
11-15	27	14.7	29	15.7
16-20	21	11.4	24	13.0
21-25	5	2.7	9	4.9
26-30	5	2.7	5	2.7
31+	24	13.0	27	14.6

[a] n=184.

[b] n=185.

Table 19

Masters Degree Graduates by Number of Counselor Educators for Nondoctoral Programs

Number of Masters Degree Graduates 1973-74	Number of Staff Members in Department Teaching Counselor Education Courses								
	0-1.00	1.05-2.00	2.05-3.00	3.05-4.00	4.05-5.00	5.05-6.00	6.05-7.00	7.05-8.00	
			(232)[b]	(257)	(232)	(460) (338)			
211-225		1							
196-210	1						1		[12.5][c]
181-195									
166-180	1							1	
151-165	1								
136-150			1	2					
121-135					2				
106-120			2				1	1	
91-105	1			1					
76-90				5		3	1		
61-75	1		2		1	2	2		[9.0]
46-60	1	4	4	2	3	1	2	1	[19.75]
31-45	4	3	10	6	2	2			[11.5]
16-30	3	12	13	5	1	1			
0-15	5	5	1	1	1	1	1		

Note: n=138.

[a]Line represents minimum faculty-graduate ratio interpreted from ACES (1972) standards.

[b]Numbers in parentheses are those cases which exceeded the "number of masters degree graduates" parameter of the table.

[c]Numbers in brackets are those cases which exceeded the "number of staff members" parameter of the table.

Table 20

Program and Enrollment Characteristics

for Nontraditional Institutions

Questions	Nontraditional Institutions 1	2	3	4	5
Number of years program in existence	3	5	2	-	4
Public institution?	Yes	No	Yes	Yes	No
Number 1973-74 graduate Masters	49	NA	36	500	1
Doctorate	9	3	0	0	7
Program Characteristics: Masters					
Counseling practicum required?	Yes	NA	Yes	Yes	-
Counseling practicum professor-student ratio 1:	6	NA	9	-	-
Group counseling required?	No	NA	Yes	Yes	No
Number of faculty	8	NA	4	-	1
Program Characteristics: Doctorate					
Time needed to obtain doctorate for full time student (yrs)	2	2	NA	NA	1
Dissertation required?	Yes	Yes	NA	NA	Yes
Positions graduates enter:					
Private practice	0	10	NA	NA	5
College faculty	50	40	NA	NA	5
Agency	25	0	NA	NA	5
Public schools	25	50	NA	NA	85
Program accredited?	Yes	No	-	-	No

Regional and State Analyses

Because of the significance of the findings of this study, the Commission proposed to the 1975-76 Executive Committee that selected aspects of the results be analyzed on a regional and state basis. This proposal was approved at the 1975 APGA Convention. It is hoped that the analyses which follow will enable regional and state ACES groups and individual ACES members to more clearly understand how the results relate to their particular situation and to take action as needed.

Demand for Public School Counselors

The "supply" of persons in school counseling on a state and regional basis may be understood by examining Tables 21 through 25 for the number of persons matriculating at the bachelors and masters degree levels. Projections from these data were made using the method previously discussed (pp.4-5). Extrapolations from the data were carried out separately for each region, with a different projection ratio developed for each geographical area. The regional projections for the number of persons graduating in 1973-74 are presented in Table 26.

State supervisors of guidance were asked to estimate the number of persons to be hired in school counseling positions for a five year period (1974-1980). The "demand" for school counseling personnel for the year 1974-75 is reported in Table 27. The number of persons to be hired in school counseling for each region was projected separately using the same method previously described (pp.3-5). These projections are reported in Table 26.

It is apparent from an examination of Table 26 that there are large discrepancies between the number of persons who graduated from school counseling programs and the number of positions available in all regions and at all levels. For a full discussion of these statistics the reader should refer to previous comments (pp.7-8). Two additional comments may be made, however. First, if the faculty-graduate ratios are examined in Tables 21-25 it may be noted that the difference between the supply and demand is largely accounted for by those institutions which significantly exceed the ACES Standards (1972) of eight graduates per faculty member. And secondly, as an alternative to aggravating the oversupply problem, institutions may wish to consider the retraining needs of school counselors as an area of program focus. The ACES Commission on Skill Development and Inservice activities (Hart & Waterstreet, 1975) has conducted a recent survey of counselor educators in this area which documents the need for in-service training and the competencies for which it is needed.

Program Characteristics

Masters Degree

Three program characteristics of masters degree programs in school counseling were analyzed on a state and regional basis: a) the mean professor (or doctoral student) student ratio for the counseling practicum, b) the number of institutions requiring a group counseling course, and c) the faculty-graduate ratio. The response to each of these for each of the institutions by state are reported in Tables 21 through 25. The regional analysis is presented in Table 28.

The ACES standard of one instructor per five students in the counseling practicum is being exceeded, on the average, in all regions with the Southern and Western regions reporting a ratio nearly twice that standard.

As a part of the "common core" of areas considered necessary in the preparation of all counselors the ACES Standards (1972) specify work in the area of groups (theories, types, practices, and dynamics). The percent of institutions requiring a group counseling course varied by region from 60.0 to 75.0 (see Table 28). This probably represents a rather rapid growth in the number having this requirement, although no data is available to confirm this.

As reported and discussed earlier (p.12), the faculty-graduate ratio in many instances exceeds the standard established by ACES in 1972 (1:8). Table 28 reveals that mean ratio for three regions is more than double this standard. It is apparent that the overwhelming majority of institutions graduated more students than they have staff to train adequately. At the extremes, it raises serious ethical concerns. How can eight institutions with three or fewer full-time faculty positions graduate more than one hundred persons in a year?! This must be considered a serious professional problem. Unfortunately, when the data is examined for those programs also graduating persons at the doctoral level, a similar pattern is observed.

The results indicated in Table 19 are a shocking indictment of many counselor education programs. To rectify this problem action is called for at all levels. Efforts at the national level do not look promising. ACES has been negotiating with the National Council for the Accreditation of Teacher Education for the past decade to strengthen the accreditation procedures for counselor education but little tangible has resulted. Accreditation by ACES appears unrealistic considering the expense and the likely negative attitude of universities toward another accreditation agency. Action at the regional and, particularly, state levels appears most promising. One approach would be for state ACES and ASCA groups to link up with their state departments of guidance

to make periodic on-site visits of counselor education programs. Licensure may hold promise in this area. Whatever action is taken, the seriousness of this problem should not be underestimated.

Response Level

The level of response from some states and regions was disappointing. The level of response from counselor education institutions in the North Atlantic, North Central, and Rocky Mountain regions was fair to good (64,68, and 77 percent, respectively) but the response from the Southern and Western regions was much less than what would be expected for an ACES sponsored survey (53 and 44 percent, respectively).

State supervisors of guidance were relatively more responsive; the response rate varied between 82 and 86 percent. However, 23 percent of the respondents were unable to provide an estimate of the number of persons to be hired in school counseling positions (see Table 27). It seems reasonable, also, to expect a higher rate of return from these state offices. ACES members of these nine states may wish to make inquiries regarding this.

Table 21

Selected Enrollment and Program Characteristics

for Counselor Education Programs

North Atlantic Region

State	Institution	BA	1973-74 Graduates Masters Elem.	Masters Second.	Masters Other	Doc.	Practicum Ratio (1:_)	Group Course Required:	Total Faculty	Fac.-Grad. Ratio (1:_) Masters Prog. Only
Conn.	1	0	2	12	25	6	8	yes	3.25	-
	2	-	-	-	-	-	10	yes	3.00	-
	3	0	-	-	42[a]	0	12	yes	4.25	9.88
	4	0	8	28	27	0	6	no	8.00	7.88
	5	0	-	-	232[a]	0	-	yes	8.32	27.88
Del.	1	0	6	19	11	0	5	no	6.33	5 69
Maine	1	0	16	35	0	0	6	yes	6.50	7.85
Md.	1	0	14	24	42	31	5	no	20.41	-
	2	0	-	-	82[a]	0	10	yes	8.00	10.25
Mass.	1	0	-	-	55[a]	0	15	no	6.75	8.15
	2	-	-	-	-	-	8	yes	-	-
	3	0	30[b]		101	0	10	no	4.00	32.75
	4	0	23	?	-	9	5	no	7.32	-
	5	0	24	15	35	0	6	no	9.00	8.22
	6	51	-	-	204[a]	-	-	no	3.75	54.40
	7	0	0	51	58	0	9	no	4.16	26.20
	8	0	6	18	7	0	-	yes	3.81	8.14
	9	3	13	20	7	20	10	no	4.08	-
N.H.	)	0	6	10	24	0	5	yes	5.00	8.00

Table 21 Cont'd

State	Institution	BA	1973-74 Graduates: Masters Elem.	Masters Second.	Masters Other	Doc.	Practicum Ratio (1:_)	Group Course Required:	Total Faculty	Fac.-Grad. Ratio (1:_) Masters Prog. Only
N.J.	1	0	31	21	25	0	13	yes	5.33	14.45
	2	0	0	0	57	0	8	no	4.91	11.61
	3	0	5	62	4	14	16	yes	6.00	-
	4	0	1	3	2	0	16	yes	2.25	4.89
	5	0	12	50	42	0	15	yes	4.5	23.11
N.Y.	1	0	0	32	38	29	10	yes	12.75	-
	2	5	0	0	22	3	10	no	6.00	-
	3	0	-	-	200[a]	0	12	yes	5.50	36.36
	4	-	-	-	-	-	6	yes	4.75	-
	5	0	-	-	71[a]	0	6	no	5.00	14.20
	6	0	19[b]		0	0	12	yes	3.75	5.07
	7	456	-	-	74[a]	0	5	yes	4.66	15.88
	8	-	-	-	-	-	7	yes	9.16	-
	9	79	0	225	0	0	5	yes	2.50	90.00
	10	0	28	10	9	0	3	yes	9.46	4.97
	11	1076	16	30	0	0	-	-	-	-
	12	0	-	-	22	0	7	yes	3.50	6.29
	13	0	3	6	39	0	10	yes	5.00	9.60
	14	0	1	3	2	0	4	no	5.50	1.09
	15	0	-	-	45[a]	0	4	yes	5.00	9.00
	16	0	2	4	10	0	5	yes	5.33	3.00
	17	-	-	-	-	-	5	yes	12.50	-

Table 21 Cont'd

State	Institution	1973-74 Graduates BA	Masters Elem.	Masters Second.	Masters Other	Doc.	Practicum Ratio (1:_)	Group Course Required:	Total Faculty	Fac.-Grad. Ratio (1:_) Masters Prog. Only
N.Y.	18	0	3	28	25	0	3	yes	7.00	8.00
	19	0	0	9	15	0	6	yes	2.32	10.34
	20	0	0	0	5	2	3	no	2.50	-
	21	0	10	36	60	0	-	yes	3.83	27.68
	22	0	-	-	119[a]	10	13	yes	11.00	-
	23	0	3	4	1	0	12	yes	6.16	1.30
	24	126	14	18	84	9	7	yes	11.00	-
	25	0	34	53	0	26	8	yes	4.83	-
Pa.	1	0	8	24	0	0	7	yes	5.50	5.82
	2	0	36	98	68	0	12	yes	7.00	28.86
	3	0	153	308	0	0	10	yes	7.50	61.47
	4	0	13	0	0	0	5	yes	3.00	4.33
	5	0	0	0	39	4	7	no	6.50	-
	6	0	27	58	0	0	9	yes	4.50	18.89
	7	0	20	30	0	0	7	yes	3.00	16.67
	8	0	75	157	0	0	-	yes	3.00	77.33
	9	0	12	24	0	0	6	no	3.75	9.60
	10	0	9	2	10	6	4	no	5.75	-
	11	0	-	-	60	0	8	yes	6.00	10.00
	12	0	10	10	38	0	13	no	3.25	17.85

[a] Respondent did not make distinction with respect to degree specialty (i.e., elementary, secondary, college personnel work, or agency).

[b] Respondent combined elementary and secondary school counseling into one general category: school counseling.

Table 22

Selected Enrollment and Program Characteristics

for Counselor Education Programs

Southern Region

State	Institution	1973-74 Graduates BA	Masters Elem.	Masters Second.	Masters Other	Doc.	Practicum Ratio (1:_)	Group Course Required?	Total Faculty	Fac.-Grad. Ratio (1:_) Masters Prog. Only
Ala.	1	-	-	-	-	0	10	-	4.32	-
	2	-	-	-	-	-	7	no	7.66	-
	3	-	-	-	-	-	10	yes	5.66	-
	4	0	0	10	19	0	5	yes	3.75	7.73
	5	0	0	20	0	0	6	no	3.00	6.67
	6	0	0	43	295	0	10	yes	11.66	28.99
Ark.	1	0	7	30	7	0	8	yes	2.5	17.60
	2	0	3	5	4	4	6	yes	4.25	-
D.C.	1	0	0	29	20	0	7	no	7.33	6.68
	2	0	2	6	22	9	7	yes	5.41	-
	3	0	23	0	43	4	7	no	8.00	-
Ga.	1	94	19	14	0	0	10	no	2.00	16.50
	2	0	-	-	31[a]	0	10	no	5.00	6.20
	3	0	0	0	0	56	6	no	4.50	-
	4	0	-	-	25[a]	0	10	no	3.25	7.69
	5	0	8	20	130	5	10	yes	11.00	-
	6	0	0	39	87	9	7	no	17.90	-
Ky.	1	-	-	-	-	-	8	yes	6.25	-
	2	-	-	-	-	-	6	yes	4.57	-
	3	0	6	18	3	0	16	yes	3.00	9.00

Table 22 Cont'd.

State	Institution	1973-74 Graduates BA	Masters Elem.	Masters Second.	Doc. Other	Practicum Ratio (1:_)	Group Course Required?	Total Faculty	Fac.-Grad. Ratio (1:_) Masters Prog. Only
Ky.	4	0	28	57	35 0	6	yes	8.00	15.00
	5	9	12	25	17 0	5	yes	5.50	9.82
La.	1	0	13	34	53 0	5	yes	5.00	20.00
	2	-	-	-	- -	15	yes	1.98	-
	3	0	-	-	17[a] 0	10	yes	2.33	7.30
	4	0	5	16	0 0	5	yes	3.25	6.46
	5	0	0	7	0 46	9	no	4.00	-
Miss.	1	5	11	15	41 16	5	no	10.91	-
	2	0	11	30	0 0	-	yes	1.50	27.33
	3	0	8	23	0 6	5	yes	5.50	-
N.C.	1	0	-	-	45[a] 0	11	yes	3.66	12.30
	2	-	-	-	- -	6	yes	5.75	-
	3	218	39	37	74 0	100	yes	4.00	37.50
	4	0	0	21	8 1	5	yes	4.00	-
	5	0	0	20	18 0	6	yes	3.50	10.86
	6	0	2	4	9 7	5	no	4.00	-
	7	0	0	0	38 0	10	yes	2.00	19.00
	8	0	2	13	22 0	20	yes	2.00	18.50
	9	0	13	18	3 7	6	yes	3.75	-
	10	0	3	7	16 0	-	yes	2.00	13.00

Table 22 Cont'd

State	Institution	1973-74 Graduates BA	Masters Elem.	Masters Second.	Masters Other	Doc.	Practicum Ratio (1:_)	Group Course Required?	Total Faculty	Fac.-Grad. Ratio (1:_) Masters Prog. Only
S.C.	1	-	-	-	-	-	5	no	18.60	-
Tenn.	1	0	0	26	0	0	12	yes	1.00	26.00
	2	42	6	14	0	0	10	no	3.00	6.67
	3	0	10	24	16	4	5	yes	6.50	-
	4	454	6	13	26	0	5	yes	5.25	8.57
Texas	1	0	6	20	17	0	8	no	1.33	32.33
	2	0	-	-	237	35	10	yes	3.33	-
	3	-	-	-	-	-	8	yes	2.50	-
	4	0	15	36	12	0	7	no	7.00	9.00
	5	0	0	18	0	3	20	yes	4.75	-
	6	25	0	0	3	0	5	yes	7.25	.41
	7	0	0	0	0	7	10	no	3.00	-
	8	0	55	44	0	0	12	yes	3.00	33.00
	9	0	-	-	50	0	8	no	3.50	14.29
	10	0	0	0	17[a]	0	8	yes	3.25	5.23
	11	0	96	150	11	0	12	yes	3.50	73.43
	12	0	0	32	0	0	15	yes	4.58	6.99
	13	574	44	100	0	0	8	yes	3.75	38.40
	14	0	11	28	3	2	8	yes	2.00	-
	15	0	0	7	8	15	15	no	5.00	-
	16	4	0	0	25	7	10	no	2.75	-

Table 22 Cont'd

State	Institution	1973-74 Graduates BA	Masters Elem.	Masters Second.	Masters Other	Doc.	Practicum Ratio (1:_)	Group Course Required?	Total Faculty	Fac.-Grad. Ratio (1:_) Masters Prog. Only
Va.	1	0	7	31	2	0	10	yes	3.00	13.33
	2	637	80	61	10	0	15	yes	14.16	10.66
	3	0	10	20	30	0	7	no	7.00	8.57
	4	0	23	43	0	0	5	yes	1.50	44.00
	5	0	1	2	24	0	7	yes	3.50	7.71
	6	0	10	55	70	14	6	yes	-	-
W.Va.	1	0	0	0	78[a]	8	6	yes	10.33	-
Fla.	1	-	-	-	-	-	2	yes	17.50	-
	2	0	0	0	40[a]	10	10	yes	3.25	-
	3	185	-	-	53[a]	0	12	no	1.50	35.33
	4	0	3	0	22	0	5	yes	5.00	5.00
	5	0	3	0	3	0	17	yes	3.00	2.00

[a] Respondent did not make distinction with respect to degree specialty (i.e., elementary, secondary, college personnel work, or agency).

Table 23

Selected Enrollment and Program Characteristics

for Counselor Education Programs

North Central Region

State	Institution	1973-74 Graduates					Practicum Ratio (1:_)	Group Course Required?	Total Faculty	Fac.-Grad. Ratio (1:_) Masters Prog. Only
		BA	Masters			Doc.				
			Elem.	Second.	Other					
Ill.	1	0	0	4	11	7	6	yes	6.57	-
	2	0	4	6	10	0	10	no	4.50	4.44
	3	0	3	38	12	0	7	no	6.16	8.60
	4	0	2	22	17	0	6	yes	5.00	8.20
	5	0	10	47	10	6	8	yes	8.00	-
	6	0	10	46	26	7	6	yes	9.25	-
	7	-	-	-	-	-	5	no	7.00	-
	8	0	0	18	5	9	2	no	1.00	-
	9	0	-	-	59[a]	0	5	yes	5.75	10.26
	10	0	18	124	58	0	8	no	14.16	14.12
Ind.	1	-	-	-	-	-	8	yes	1.58	-
	2	0	0	28	34	8	6	no	5.75	-
	3	-	-	-	-	-	8	no	9.50	-
	4	0	0	42	0	0	10	no	1.75	24.00
	5	-	-	-	-	-	15	yes	2.75	-
	6	0	5	11	9	0	6	no	2.50	10.00
	7	0	7	88	19	19	6	yes	11.30	-
	8	0	10	20	60	46	5	yes	7.25	-
Iowa	1	0	0	8	1	0	6	no	4.50	2.00
	2	0	6	21	42	7	-	yes	17.00	-
	3	0	10	40	20	10	5	yes	5.08	-

Table 23 Cont'd.

State	Institution	1973-74 Graduates BA	Masters Elem.	Masters Second.	Masters Other	Doc.	Practicum Ratio (1:_)	Group Course Required?	Total Faculty	Fac.-Grad. Ratio (1:_) Masters Prog. Only
Ks.	1	0	6	8	9	0	15	no	2.58	8.91
	2	0	4	13	17	4	5	yes	4.75	-
	3	3	12	33	31	0	6	no	9.25	8.22
	4	0	7	13	4	0	5	no	4.00	6.00
Mich.	1	0	6	28	0	0	5	yes	4.00	8.50
	2	-	-	-	-	-	7	yes	7.25	-
	3	-	-	-	-	-	6	yes	10.25	-
	4	0	-	-	175[a]	25		yes	17.00	-
	5	-	-	-	-	-	8	yes	8.56	-
	6	0	25	66	102	5	7	yes	12.25	-
Minn.	1	0	0	30	0	0	7	yes	1.75	17.14
	2	0	0	29	8	0	5	-	-	-
	3	0	0	9	24	0	-	yes	7.00	4.71
	4	0	0	5	0	0	5	no	1.00	5.00
	5	0	8	9	0	0	-	yes	4.00	4.25
Mo.	1	0	6	30	74	17	5	yes	-	-
	2	0	-	-	16[a]	4	5	yes	3.66	-
	3	-	-	-	-	-	10	yes	8.00	-
	4	0	4	22	0	0	8	no	3.50	7.42
	5	0	9	12	11	3	6	no	4.25	-
	6	0	8	65	0	0	10	yes	5.25	13.90
	7	0	1	35	0	0	15	no	2.25	16.00
	8	0	7	39	0	0	5	yes	6.50	7.07
	9	0	16	25	4	0	10	yes	3.50	12.82

Table 23 Cont'd

State	Institution	1973-74 Graduates BA	Masters Elem.	Masters Second.	Masters Other	Doc.	Practicum Ratio (1:_)	Group Course Required?	Total Faculty	Fac.-Grad. Ratio (1:_) MastersProg. Only
Neb.	1	0	1	5	0	0	5	no	1.75	3.42
	2	0	4	6	12	0	3	yes	2.91	7.56
	3	0	3	29	33	0	7	yes	6.25	10.40
	4	0	2	12	10	1	5	yes	8.00	-
	5	-	-	-	-	-	5	no	4.50	-
N.D.	1	0	4	11	18	8	7	yes	6.00	-
	2	0	0	16	13	0	8	yes	3.00	9.66
Ohio	1	0	20	20	10	0	10	yes	3.50	14.29
	2	2	0	0	7	2	5	no	2.00	-
	3	0	0	31	0	6	8	yes	5.75	-
	4	-	-	-	42[a]	14	6	yes	5.25	-
	5	0	6	24	34	0	6	yes	7.00	9.14
	6	0	3	12	24	7	7	yes	8.50	-
	7	0	23[b]		38	39	10	yes	7.00	-
	8	0	16	32	77	24	6	no	11.50	-
Okla.	1	0	0	31	0	4	6	no	3.50	-
	2	0	0	0	16	0	-	no	2.50	6.40
	3	0	3	28	1	2	12	yes	3.50	-
	4	0	144	162	0	22	8	no	.50	-
	5	0	27	27	0	0	10	no	2.00	27.00
	6	0	0	39	5	0	-	no	2.75	16.00
	7	0	5	7	17	5	6	yes	3.25	-
	8	0	3	10	0	0	12	yes	2.98	4.36

Table 23 Cont'd

State	Institution	BA	1973-74 Graduates Masters Elem.	Masters Second.	Masters Other	Doc.	Practicum Ratio (1:_)	Group Course Required?	Total Faculty	Fac.-Grad. Ratio (1:_) Masters Prog. Only
Okla.	9	0	13	12	3	0	10	no	2.50	11.20
S.D.	1	0	0	30	0	9	6	yes	3.50	-
	2	457	25	0	7	0	8	no	.91	35.16
	3	0	4	21	24	0	-	no	3.25	15.08
Wis.	1	0	10	31	40	0	5	yes	8.00	10.13
	2	0	0	15	11	0	5	yes	4.00	6.50
	3	0	15	47	11	1	8	yes	6.83	-
	4	0	46	42	0	0	6	no	-	-

[a] Respondent did not make distinction with respect to degree specialty (i.e., elementary, secondary, college personnel work, or agency).

[b] Respondent combined elementary and secondary school counseling into one general category: school counseling

Table 24

Selected Enrollment and Program Characteristics

for Counselor Education Programs

Rocky Mountain Region

State	Institution	1973-74 Graduates BA	Masters Elem.	Masters Second.	Masters Other	Doc.	Practicum Ratio (1:_)	Group Course Required?	Total Faculty	Fac.-Grad. Ratio (1:_) Masters Prog. Only
Colo.	1	0	4	19	0	0	5	yes	1.66	13.86
	2	51	16	71	59	21	6	yes	10.25	-
	3	0	0	13	1	4	6	yes	2.00	-
	4	0	1	17	5	0	8	yes	1.75	13.14
	5	0	0	14	16	0	9	yes	3.00	10.00
Idaho	1	0	0	171	0	0	7	no	2.32	73.71
	2	0	0	12	17	2	6	no	5.16	-
Mont.	1	27	23	0	34	0	-	yes	3.00	19.00
	2	0	6	8	0	0	6	yes	2.00	7.00
	3	0	6	20	0	2	7	yes	4.50	-
	4	0	0	15	0	2	5	yes	2.83	-
N.M.	1	-	-	-	-	-	-	no	6.50	-
	2	-	-	-	-	-	-	-	-	-
Utah	1	260	18	0	0	8	6	no	1.25	-
	2	0	4	41	146	21	5	yes	11.75	-
	3	0	5	44	0	0	6	yes	5.00	11.80
Wy.	1	0	1	10	6	9	5	yes	4.00	-

Table 25

Selected Enrollment and Program Characteristics

for Counselor Education Programs

Western Region

State	Institution	1973-74 Graduates BA	Masters Elem.	Masters Second.	Masters Other	Doc.	Practicum Ratio (1:_)	Group Course Required?	Total Faculty	Fac.-Grad. Ratio (1:_) Masters Prog. Only
Ark.	1	0	2	3	3	0	4	yes	1.25	6.40
Az.	1	0	-	-	-	13	4	yes	16.00	-
	2	0	25	24	57	7	5	no	8.25	-
Cal.	1	-	-	-	-	-	-	yes	10.60	-
	2	-	-	-	-	-	-	no	3.00	-
	3	0	0	0	0	2	-	no	1.00	-
	4	0	0	18	2	3	18	yes	3.50	-
	5	0	35	14	21	0	16	yes	6.50	10.77
	6	0	60[b]		29	0	25	yes	21.00	4.24
	7	0	0	0	29	0	-	no	3.33	8.71
	8	0	-	-	25[a]	0	20	no	5.00	5.00
	9	-	-	-	-	-	10	yes	9.25	-
Hawa.	1	0	34	26	34	30	6	yes	7.00	-
Nev.	1	0	3	10	11	0	3	yes	4.00	6.00
Ore.	1	0	-	-	55[a]	14	6	no	8.32	-
	2	0	16	16	27	0	7	yes	2.32	25.43
	3	0	0	2	2	5	6	yes	4.00	-
Wash.	1	0	0	11	0	7	6	no	4.00	-
	2	0	0	19	0	0	-	yes	3.16	6.01
	3	0	2	10	10	0	8	yes	2.75	8.00
	4	0	3	2	6	0	15	yes	3.08	3.57

Table 25 Cont'd

State	Institution	1973-74 Graduates BA	Masters Elem.	Masters Second.	Masters Other	Doc.	Practicum Ratio (1:_)	Group Course Required?	Total Faculty	Fac.-Grad. Ratio (1:_) Masters Prog. Only
Wash.	5	192	21	20	7	0	4	-	-	-
	6	-	-	-	-	-	6	yes	1.58	-
	7	0	4	5	6	0	-	yes	2.00	7.50

[a] Respondent did not make distinction with respect to degree specialty (i.e., elementary, secondary, college personnel work, or agency).

[b] Respondent combined elementary and secondary school counseling into one general category: school counseling.

Table 26

Estimated Number of Graduates in School Counseling (1973-74)

and Number Hired 1974-75 by Region

Region	School Counselors Graduated 1973-74			School Counselors Hired 1974-75		
		Masters Degree			Masters Degree	
	BA	Elementary	Secondary	BA	Elementary	Secondary
North Atlantic	2309	1269	3022	7	404	1086
Southern	4566	1334	2853	17	588	1080
North Central	739	911	2816	11	403	1469
Rocky Mountain	544	135	733	0	57	129
Western	639	550	513	0	140	330

Table 27

State Supervisors' of Guidance Estimates of the Number of Persons to be Hired in School Counseling, 1974-75

State	B.A.	Elementary	Secondary
North Atlantic Region			
Conn.	0	10	25
Del.	0	2	15
Maine	NA	50	75
Md.	No reply		
Mass.	No reply		
N.H.[a]	3	35	30
N.J.	0	10	100
N.Y.	-	-	-
Pa.	0	70	250
R.I.	NA	NA	NA
Vt.	0	5	4
Southern Region			
Ala.[a]	0	42	142
Ark.	0	4	76
D.C.[a]	0	12	14
Ga.[a]	0	60	50
Ky.[a]	0	26	70
La.[a]	0	55	75

Table 27 Cont'd.

State	B.A.	Elementary	Secondary
		Southern Region	
Miss.	0	3	10
N.C.[a]	0	100	75
S.C.	No reply		
Tenn.[a]	0	65	155
Texas	13	55	90
Va.	NA	NA	NA
W.Va.[a]	0	20	55
Fla.	No reply		
		North Central Region	
Ill.	NA	NA	NA
Ind.	No reply		
Ia.[a]	0	32	99
Kan.[a]	0	2	58
Mich.	5	20	130
Minn.	NA	NA	NA
Mo.	1	50	280
Neb.	0	5	55
N.D.[a]	0	6	14
Ohio	No reply	115	436

436
151
594

Table 27 Cont'd.

State	B.A.	Elementary	Secondary
North Central Region			
Okla.[a]	0	45	70
S.D.[a]	0	8	48
Wis.	0	50	40
Rocky Mountain Region			
Colo.	NA	NA	NA
Idaho	No reply		
Mont.	0	11	4
N. Mex.	NA	NA	NA
Vt.	0	7	29
Wymo.	0	2	12
Western Region			
Ala.	NA	NA	NA
Ariz.	NA	NA	NA
Cal.	NA	NA	NA
Hawa.[a]	0	4	6
Nev.	No reply		
Oreg.	0	10	27
Wash.	No reply		

Table 27 Cont'd.

State	B.A.	Elementary	Secondary
		Territories	
Guam[a]	0	4	8
P. Rico		No reply	
Virgin Is.	0	8	0

[a] These data are based on interpretations of data received; see page 4 for explanation.

Table 28

Selected Programs Characteristics

by Region for Masters Degree Programs

Region	Practicum Ratio (1:_)		Institutions Requiring Group Counseling Course		Faculty-Graduate Ratio (1:_) Masters Program Only	
	N	$\bar{X}$	N	%	N	$\bar{X}$
North Atlantic	55	8.2	60	68.3	42	18.2
Southern	71	9.9	72	69.4	41	16.7
North Central	70	7.1	75	60.0	36	10.8
Rocky Moutain	14	6.2	16	75.0	7	21.2
Western	18	9.4	23	69.5	11	8.3